September 10, 2013

DRAFT
SUMMARY REPORT
Task Force on Higher Education Student and Institutional Success
(HB 3418)

The Oregon Legislative Assembly created the Task Force on Higher Education Student and Institutional Success when it passed HB 3418 during the 2011 Legislative Session.[1] The bill outlines the membership requirements for the 17-member Task Force with 13 members appointed by the Governor and four legislators appointed by the Senate President and Speakers of the House. See Appendix A for the Task Force Membership.

The bill includes five specific charges to the Task Force:

> The Task Force shall, for higher education students and institutions in this state:
> (a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;
> (b) Consider institutional and statutory barriers to student success and completion of programs;
> (c) Examine methods for students to acquire basic skills and career preparation skills;
> (d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and
> (e) Compare alternative funding options instituted in other states for improving student and institutional success.

As required by the bill, the Task Force submitted an initial report to the Legislature in December 2011.[2]

This Executive Summary provides an overview of the work of the Task Force to date. As required by HB 3418, the Task Force will submit a full report – which will reflect the comments and discussions over the next month – to the Legislature by October 15, 2012.

An Overview of the Barriers to Student and Institutional Success

In its December 2011 Interim Report the Task Force identified 12 barriers to achieving student and institutional success. Since December the Task Force sought to further define these barriers and to identify workable and realistic strategies that could be employed across the education continuum – including high schools, community colleges and universities – to overcome these barriers.

While Task Force members achieved consensus around common challenges facing universities and community colleges across Oregon, they also noted there may be unique issues at specific institutions or in specific areas of the state that serve to create barriers for student and institutional success. For example, one member raised concerns that increases in administrative

---

[1] HB 3418, Section 1(2)(a-e).: http://www.leg.state.or.us/11reg/measpdf/hb3400.dir/hb3418.en.pdf
[2] Task Force Interim Report http://www.ous.edu/sites/default/files/state_board/jointb/files/HB-3418TaskForceReport12-12fin.pdf

personnel have diminished the resources available for teaching. While the Task Force has not addressed all of the concerns raised by members, all of the members are concerned about the barriers listed below.

Foundational Barrier: Lack of funding that increases costs to students and limits services that can be provided

Woven into all of the barriers identified by the Task Force is a trend of decreased state general fund appropriations per student FTE over the last three biennia at Oregon's public universities and community colleges. (See Figures 1 & 2). This decline has been a major factor in driving tuition up, and has made a post-secondary education increasingly unaffordable to many students in Oregon. Reduced funding has also limited the services institutions can provide to assure success for those students who can afford to attend.

Figure 1
Community College and Work Force Development (CCWD)
General Fund Allocations by FTE

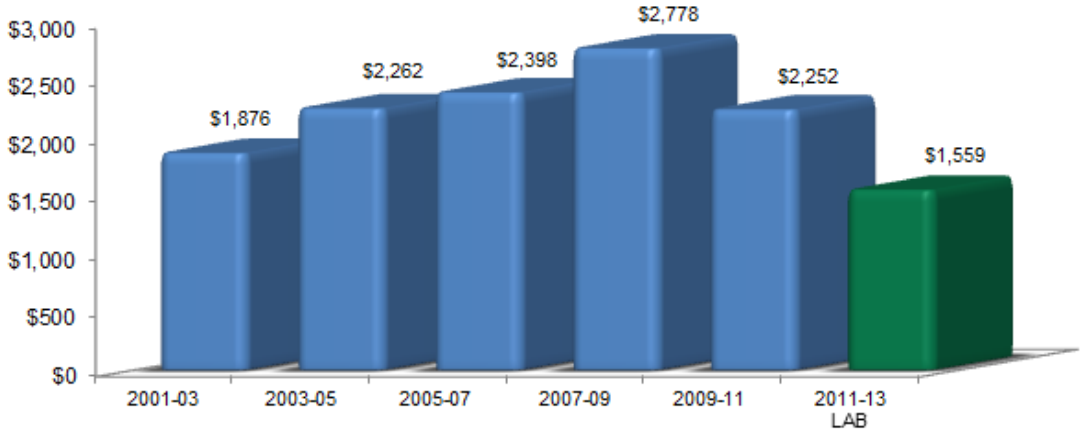

Figure 2
Oregon University System (OUS)
General Fund Allocations by FTE

Affordability: All of the task force members identified the high cost of attendance and how it affects students as a significant barrier. While the high cost not only prevents potential students from attending in the first place, it also causes more students to attend part time, stop out in the course of their education, and accumulate a level of debt that may result in other long term financial difficulties. All of these factors limit access, increase the time to completion, and decrease the likelihood of completion.

Limitations to access affect all post-secondary students, from community colleges to the graduate level. Limited access and lack of student success to completion not only will deter Oregon from reaching its 40-40-20 goal, but can increase costs. At the undergraduate level a high level of stopping or dropping out will result in needing higher levels of enrollment and higher costs to reach the 40-40-20 goal. At the graduate level, lack of access will limit the ability of institutions to enable teaching assistantships to address undergraduate teaching needs.

Limited Services: All of the Task Force members also indicated Oregon's status among the bottom ten states in funding post-secondary education prevents a comprehensive approach that could significantly improve both student and institutional success. Continuous diminished state funding causes the institutions to decrease the resources that can be allocated to undergraduate instruction and critical support services.

Post-secondary institutions will have a difficult time improving the delivery of services to students without increased resources. Without significant incentives that would enable institutions adopt comprehensive programs, institutions will continue to make marginal improvements and will be limited in their level of success.

Increased support needs to address both operating and capital needs at universities and community colleges. Without significant increases in capital support and technological improvements, institutions will not have the capacity to meet the 40-40-20 goal.

Programmatic Barriers

In addition to affordability the task force identified **six programmatic barriers** facing students in post-secondary education. These barriers are identified below. The recommendations of the Task Force are aimed at overcoming each of these barriers.

1. **Poor management of transitions between education institutions**
   High schools, community colleges and four-year universities need to work together to ensure that transitions are clear and that credits are transferred to the maximum benefit of students. This includes identifying and removing unjustified redundancies between programs, and eliminating organizational redundancies and complicated organizational structures and/or silos that impede efficiency. Efforts to improve transitions also need to address students seeking to move from un-employment or under-employment.

2. **Insufficient support for underrepresented communities**
   Underrepresented communities in post-secondary education institutions lack a community of learning that identifies with their unique cultures, backgrounds and needs. "Underrepresented" can include race, ethnicity, age, income, gender, disability and locational issues.

3. **Insufficient number of full time faculty**
   Many Task Force members believe that limited full-time faculty resources result in fewer course offerings, unmanageable class sizes, increasing faculty loads, and dwindling course support. Limited resources for faculty and academic support also reduce opportunities for effective advising, mentoring and career guidance. All of these factors limit student access to faculty and are significant barriers to successful classroom engagement and learning, degree completion and job placement upon graduation.

4. **Limited support services such as advising and tutoring**
   When students lack academic advice, mentorship and career guidance they are likely to have a difficult time navigating among careers, majors, and classes within institutions, and face even steeper challenges when navigating the transitions between high schools, community colleges and four year universities.

5. **Insufficient support for career and technical education (CTE) programs**
   CTE programs address the needs of employers and communities while often reaching into non-traditional student populations. CTE programs are clear pathways for high school students to transition to college but with funding cuts at the high school level and lack of education surrounding CTE related careers, students may be unaware of the rich career environment and opportunities that exist.

6. **Inadequate post-secondary preparation**
   Students who enter community colleges and universities without the necessary educational base and learning habits are least likely to succeed. Students who are not exposed to the potential of a postsecondary education while in middle school or high school may never expand their horizons beyond a high school diploma. Being ready for career and college are critical to success as an adult.

   Even with improved efforts at the K-12 level to prepare students for post-secondary education, community colleges and universities need to improve the manner in which they provide remedial education for students. These efforts are necessary not only because it will take time to improve efforts in high schools to prepare students for post-secondary education, but also because not all efforts at the K-12 level will have an immediate effect. In addition, remedial efforts in post-secondary education will be needed for older students who are entering, or re-entering post-secondary education after years away from educational institutions.

Overcoming the Barriers to Student and Institutional Success: There are no Silver Bullets

Students succeed and fail on the due to many factors, not all of which can be addressed by institutions, programs or more funding. The Task Force has developed a number of recommendations for overcoming these barriers with the ultimate goal of achieving Oregon's 40-40-20 goal.[3] Some of the recommendations will enable community colleges to be more cost-

[3] The 40-40-20 goal was established by the legislature in 2011 with the passage of SB 253 (http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0253.en.pdf) Under the bill, by the year 2025,

effective. Others will require funding – and the Task Force has identified specific budget recommendations proposed by OUS, OSAC and CCWD for consideration during the 2013 legislative session. All of the recommendations reflect landmark education bills passed during the 2011 and 2012 legislative sessions.

Linking efforts to address the barriers to the OEIB and Achievement Compacts

The Task Force recommendations are intended to link to the work of the Oregon Education Investment Board (OEIB) and its achievement compacts for high schools, community colleges and universities. The passage of SB 909 during the 2011 legislative session and the subsequent work accomplished by the OEIB has resulted in a number of significant changes in Oregon's education system.[4]

First, the OEIB is approaching **funding along the entire education continuum**, from early childhood programs that prepare children for kindergarten through to post-secondary programs that prepare graduates for the workplace. This approach should help address one of the Task Force's findings: efforts to address student success need to begin with students in high schools, and the more the line between grades 11-14 are blurred through college readiness and preparation programs and college credit for high school students, the more likely students will succeed when they reach post-secondary institutions.

Second, by establishing **Achievement Compacts** that are based on completion and achievement, the OEIB will help to focus community colleges and universities on improving student success. The Achievement Compacts are an adequate starting point for addressing student and institutional success. In other words, funding and implementing the activities recommended by the Task Force in this report will serve to both overcome many of the barriers to success identified by the Task Force while also helping institutions meet their achievement compacts.

40% of all Oregonians will attain a bachelor of arts degree or higher, 40% will attain an associates degree or certificate, and 20% would attain a high school diploma.

[4] SB 909, http://www.leg.state.or.us/11reg/measpdf/sb0900.dir/sb0909.en.pdf

Elements in Community College and University Achievement Compacts That Relate to Student Success

Community Colleges: Several of the outcomes on the community college achievement compacts relate directly to student success and persistence. This is because they were drawn from the Student Success Oversight Committees measurements, called "milestones and momentum points". *Completion* measures include increases in Adult HS diplomas/GEDs, certificates, associate degrees and transfers to four-year institutions. *Progress* measures include students completing developmental math and English, earning 15 or 30 credits in an academic year, and percent of students passing a national licensure exam. Finally *Connections* outcomes include the number of high school students who are dually enrolled at a community college, the number of community college students who are dually enrolled at an OUS institution, and the number of community college students who successfully transfer to OUS. Future additions to the compacts will include a measure of students successfully completing a program of study at a community college and an outcome to track the success of students transitioning to employment.

OUS: OUS Achievement Compacts reflect the System's commitment to measurable outcomes that are strongly linked to student success. *Completion* measures include increases in the number of bachelor's degrees awarded to Oregonians and to rural Oregonians, and the number of advanced degrees awarded to Oregonians. *Quality* measures are entirely about student success, as measured by employment outcomes and employer and alumni satisfaction. And *Connections* measures include tracking of high school graduates who have earned dual credit, and community college transfers who complete a bachelor's degree. Finally, all of the above measures in future years of the Achievement Compacts will include accountability for outcomes for disadvantaged students; i.e., those who are traditionally underserved in higher education.

Addressing the problem from start to finish

In order to make a real difference in student success and degree attainment across the higher education sector we must adopt an integrated effort along the education continuum and in unconventional ways that employ technology and on-line learning opportunities. This approach follows the advice of Patrick Terenzini: "Do not zero in on finding the silver bullet. There aren't any. The effects of college are cumulative across a range of activities."[5]

The Task Force has sought to identify and recommend strategies that begin before students enter post-secondary education institutions, and that carry forward across all activities both inside and outside the classroom.

[5] Patrick Terenzini, Distinguished Professor and Senior Scientist, Emeritus Center for the Study of Higher Education, Pennsylvania State University, Center for Community College Student Engagement. (2012). *A Matter of Degrees :Promising Practices for Community College Student Success (A First Look).* Austin, TX: The University of Texas at Austin, Community College Leadership Program.

The Task Force recommendations are aimed at practices that are known to be effective, rather than just adding more programs or searching for a "silver bullet". The Task Force has organized its recommendations along this roadmap that includes five basic steps:

The Road Map to Success – Five Elements for Success

1. Pre-Matriculation Success – K-12 partnerships
2. Planning for Success – Assessments, placements, orientation, goal setting . . .
3. Initiating Success – First year experiences, creating learning communities . . .
4. Sustaining Success – class attendance, alerts and interventions, experiential learning, tutoring . . .
5. Academic/Classroom Success – first-year seminars, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, capstones . . .

The activities that create cumulative and strong effects on student persistence and success are tailored to individual campuses, employ an expansive approach to what constitutes "the classroom", and consider these elements not so much as "steps" but as a progression toward competency and completion.

The Task Force formed a work group to evaluate the actions currently being undertaken by community colleges and universities to address these barriers. The work group approached this effort with the belief that high impact strategies to address the programmatic barriers identified by the Task Force need to be applied across the education continuum, from start to finish. These activities also must be tailored to individual campuses.

The recommendations in this report are based on a survey the Task Force conducted of community colleges and universities. Upon receiving responses from academic and student services personnel in the community colleges and universities, the Task Force formed an "Evaluation Subgroup" that consisted of a number of Task Force members in addition to content experts in the OUS Chancellor's Office, CCWD, and university and community college campuses.

The Evaluation Subgroup first identified activities submitted by the institutions and sought to align them with the barriers identified by the Task Force. The evaluation subgroup then narrowed the list further based on a set of evaluation criteria developed by the full Task Force over several meetings.

Criteria for Evaluating Measures to Increase Student Success

- Does the measure involve multiple institutions and/or sectors?
- Does the measure leverage existing funds?
- Is the measure based on established effective practice?
- What are the outcomes and how will they be measured?
- Does the measure provide a cost-effective return on investment?
- Is there evidence of institution-wide commitment?

- Does the activity match the strategy?
- Is the measure adaptable and/ or scalable?
- Is the measure sustainable?
- Does the measure benefit under-represented students?
- Will the measure contribute to reaching Achievement Compact/40-40-20 targets

For each campus the specific programs, activities, and approaches to accomplish these high-impact practices will be different, just as their student demographics, missions, and communities are different. The Task Force does not believe that specific programs should the funded or mandated with the intent that they be applied across all campuses. Instead, resources should be allocated to encourage and support campuses as they follow the road map elements identified in this report.

Post-secondary education institutions in Oregon do not need new statutes or directives to help them overcome the barriers to student success identified by the Task Force. The problem is not lack of statutory authority, or the need for direction from the legislature: It is primarily one of the need for funding, and the need for technical assistance to ensure that best practices at institutions can be easily and readily adapted by others.

Steps to Address the Programmatic Barriers

The Financial Barriers: Funding

The Task Force supports proposals for the 2013-15 budget aimed at improving student and institutional success. Budget requests from OSAC, OUS, and CCWD address many of the programmatic barriers identified by the Task Force.

Post-Secondary Education Investments aimed at Student Success for 2013-15

1. Education Research Unit. All of the education entities have joined together to create a combined research group. They have proposed general fund allocations for the 2013-15 biennium in the following amounts:
   - OSAC $148K
   - OUS: $1.6M ($600K for research center support and $1M related to a longitudinal data system)
   - CCWD $378K

   The purpose of this research unit would be to use the state longitudinal data system to provide research and analysis of educational issues in Oregon. This effort can, and should, address the relationship of completion rates with the OOG. Overall additional research will help policymakers, educational institutions, parents and students make sound, data driven decisions. The Task Force believes that investment in a research unit would assist in answering questions regarding each sector of public education as well as ease the tracking of students across the entire educational continuum to the workforce.

Funding these programs will help overcome the following barriers identified by the Task Force:
Affordability
Support for underrepresented communities
Management of transitions
Postsecondary preparation
Number of full-time faculty
Support services (advising, tutoring)
Support for career/technical education

2. Limit tuition increases. By increasing general fund education and general allocations to OUS and community colleges, the legislature can help manage tuition increases. Tuition increases at a level consistent with median family incomes or consumer price indexes would improve all of the following success indicators: first-time freshman participation rates, as well as retention rates, completion rates and time-to-degree for all levels.

   - OUS has proposed a $12 million general fund increase to limit the degree to which tuition would otherwise need to be used to supplant funding shortfalls. (OUS estimates that approximately $52 million would be needed to hold tuition increases to a level equivalent to the Portland Consumer Price Index.)

   Funding this program will help overcome the following barriers identified by the Task Force:
   Affordability
   Support for underrepresented communities

3. Increase OOG funding. OSAC is seeking $8.4 million for increased funding for grants. The amount requested would accommodate an approximate $50 increase in the OOG award amount for approximately the same number of students currently receiving awards. Additional funding would be required to make significant increases in award amounts or to increase the number of students served.

   Funding this program will help overcome the following barriers identified by the Task Force:
   Affordability
   Support for underrepresented communities

4. Degree Progress/Retention. The portfolio of student success programs funded through this program would improve the effectiveness of existing academic policies and services; support early identification of students at risk; provide intentional advising and charting a pathway to degree completion; improve communication; address academic needs of under-prepared students; address financial concerns; ease transition to college using peer mentoring; focus on success of underrepresented students; make effective use of data; reduce the number of high-failure courses; and manage capacity of programs and course offerings for timely progress to graduation.

   - OUS is proposing $2.7 million for Degree Progress/Retention programs across all seven campuses intended to ensure that once students enter an OUS institution they are successful in completing their degree.

- CCWD is proposing $2.8 million to continue strategic investments in student progress, retention and completion initiatives.

Funding these programs will help overcome the following barriers identified by the Task Force:
Support for underrepresented communities
Management of transitions
Postsecondary preparation
Support services (advising, tutoring)

5. Precollege programs. The programs funded would correlate directly to student success in high school and an increased post-secondary attendance rate among Oregonians. These measures would create a clear pathway for elementary, middle school and high schools students to be college and career ready and to remove any barriers that prevent successful transitions.

   - OUS has proposed $441K to fund a portfolio of high impact pre-college practices in collaboration with its K-12 and Community College partners.

   Funding these programs will help overcome the following barriers identified by the Task Force:
   Support for underrepresented communities
   Management of transitions
   Postsecondary preparation
   Support services (advising, tutoring)

6. ASPIRE Expansion. OSAC is seeking $2.7 million to expand the ASPIRE program. ASPIRE prepares Oregon youth for an education beyond high school and contributes to the 40/40/20 goal. ASPIRE provides mentoring and inspiration to youth in middle schools, high schools and community based organizations. At the current funding level (including replacement for the CACG Grant, see below) the program encompasses 145 sites. Additional funding would expand the ASPIRE program to eventually mentor every middle school and high school student in Oregon.

   Funding this program will help overcome the following barriers identified by the Task Force:
   Support for underrepresented communities
   Management of transitions
   Postsecondary preparation

7. Eastern Promise. The Eastern Promise involves Blue Mountain Community College (BMCC), Treasure Valley Community College (TVCC), Eastern Oregon University (EOU) and the Intermountain Education Services District (ESD) working together to create a truly seamless pipeline of students from K-12 to post-secondary and to provide the necessary tools to ensure success. The goal is to create a “college going culture” by collaborating to break down barriers for students in a rural setting.

   - OUS is seeking $1.1 million for the Eastern Promise program which is designed to improve academic success among the children and youth of rural Oregon through

university, community college and K-12 partnerships that build a culture that actively promotes high school and college completion.

Funding this program will help overcome the following barriers identified by the Task Force:
Support for underrepresented communities
Management of transitions
Postsecondary preparation

8. Replace OSAC's current Financial Aid Management System (FAMS). OSAC is seeking $1.5 million in funding to purchase and maintain a new management system to increase its information security and student privacy initiatives. OSAC currently uses a legacy system that is nearing the end of its life expectancy. The Task Force also believes that consideration in this process should be given to other data management needs, particularly to ensure that all data systems support efforts that would allow education agencies to track student progress across multiple institutions and sectors over significant periods of time.

   Funding this program will help overcome the following barriers identified by the Task Force:
   Affordability
   Support for underrepresented communities
   Management of transitions
   Support services (advising, tutoring)

9. ASPIRE Stability. OSAC is seeking $1.4 million to replace the loss of a College Access Challenge Grant. Oregon lost CACG funding for 2012-13 because the state was not able to meet ongoing federal maintenance of effort requirements.

   Funding this program will help overcome the following barriers identified by the Task Force:
   Affordability
   Support for underrepresented communities
   Management of transitions

10. Innovative Practices in Educator Preparation. OUS is seeking $12.5 million to improve Prekindegarten-20 student success by creating a seamless system of professional preparation and development in partnership with PK-12 teachers, administrators, counselors and other professionals. The program will develop visible, high-impact, high-quality models for educator internships that prepare candidates to effectively work with diverse students. It will also improve the exchange of data to improve educator preparation, hiring, induction, and evaluation. By providing in-service professional development the program is also aimed at increasing the involvement of OUS universities in supporting educators throughout their careers.

    Funding this program will help overcome the following barriers identified by the Task Force:
    Support for underrepresented communities

Management of transitions
Postsecondary preparation
Support services (advising, tutoring)

11. Capital Funding. The Task Force also discussed the need for continuing capital investments to ensure that universities and community colleges have sufficient capacity to meet the needs of students across Oregon. A comprehensive funding package that addresses both operation and structural needs – including technology and innovation – is needed to address both student and institutional success.

The Financial Barriers: Affordability/Cost of Attendance

Strategies that work: The Oregon Opportunity Grant Program

The Task Force invested a significant amount of time seeking a better understanding of the role Oregon Opportunity Grants (OOG) play in overcoming the financial barriers facing students. More information is needed in order to form a better understanding of how both the funding and administration of the OOG program can further contribute to student success.

Regardless of whether funding is increased, decreased, or stays the same, the Task Force believes research needs to address a number of fundamental issues to determine how OOG can further contribute to completion rates and student success. The legislature should consider investing dedicated funding for research that analyzes the effectiveness of investments in the OOG. Funding for the Education Research components identified above at OSAC, CCWD, and OUS should help address the following questions:

1. **How does OOG influence student success and completion?** Answering this question will help institutions determine if they need to target further preparation or other support services for those students who receive OOG. It will also help to determine how to assist students as they move along the education system between high school, community colleges and four-year institutions.

2. **How do we target students who are college ready, not just financially needy?** Addressing this question will help to determine if there are factors in addition to financial need that should be considered in awarding OOG to applicants.

3. **Can we make OOG both adequate and predictable?** Addressing this question will help determine if program changes will assist students in persisting through to graduation. More needs to be known about how the configuration of grants affects completion before significant changes are made.

   For example, there has been discussion about “front-loading” grants – in essence configuring them to cover all or most of a student’s unmet need in the first two years in order to improve access. While more students will be able to attend and persist at two or four year institutions, it is not known what effect reducing grants for the years after the first two years will have on persistence for students attending four year institutions or for those who do not complete an associate degree or certificate in the first two years.

The Task Force believes that targeting OOG funding to particular programs such as Science, Technology, Engineering and Mathematics (STEM) is an intriguing idea, but should not be pursued until some of the more fundamental issues regarding access, persistence, and eligibility are better understood.

4. **How does OOG fit with institutional financial aid?** Addressing this question will help guide how institutions invest other resources such as tuition remissions and scholarship assistance to increase completion rates.

5. **Does adding new institutions influence the completion rates for OOG recipients?** The Task Force invested a significant amount of time discussing the issue of whether students attending the Western Governor's University (WGU) should be eligible to receive OOG. HB 4059, passed during the 2012 legislative session calls for the Higher Education Coordinating Commission (HECC) to address this issue. The Task Force believes that HECC should address the following question:
   - How will extending eligibility to students who attend WGU affect students who are currently using OOG?
   - Will providing grants to students attending WGU affect the overall completion rates for students who receive Opportunity Grants?

The Task Force does not believe it is fruitful to address a number of issues that are associated with the administration of the OOG program because they already have a long history of consideration. For example, unless the legislature chooses to make it a priority, the Task Force does not see the merit of considering significant changes in the proportion of funding or number of grants distributed to students based on the kind of institution they attend – community college, independent university, or OUS institution.

Strategies that work: Additional Campus-Based Affordability Measures

The Task Force identified a number of successful practices currently being used to address affordability.

- Pathway Oregon, University of Oregon -- Pell Grant recipients who meet program requirements have their tuition and feeds covered and they receive advising and other support services.
- Bridge to Success, Oregon State University – Campus based financial aid covers tuition and fees with gift funding for students who are eligible for Oregon Opportunity Grants and Pell Grants. Institutional funding is used to fill any gap that OOG and Pell Grant funds don't meet. The neediest students receive gift aid to cover books and supplies.
- Financial Aid Literacy Seminar, Umpqua Community College -- UCC developed the Seminar in response to changes in federal regulations that affect both the institution and students and to help students borrow responsibly.
- Serve, Earn and Learn, Oregon Coast Community College -- Pell eligible students are offered service learning scholarships in exchange for on-campus educational assignments with a variety of college mentors.

The Programmatic Barriers

The Task Force has identified a broad range of activities across community colleges and universities that contribute to student and institutional success. The programmatic recommendations are not intended to result in requirements or mandates that institutions implement any particular programs. They are intended to result in efforts that replicate and adapt effective practices within base budgets.

Oregon needs to move from being able to cite exemplary programs toward making these exemplary programs "standard practice". The Task Force is looking to further implementation of achievement compacts over the next biennium, and the development of a long-term funding model to help institutions turn best practices into standard practices.

Barrier 1: Poor management of transitions

High schools, community colleges and four-year universities need to work together to ensure that transitions are clear and that credits are transferred to the maximum benefit of students. Efforts to improve transitions also need to address students seeking to move from un-employment or under-employment.

Strategies that work:

- Eastern Promise , EOU/BMCC/TVCC/InterMountain ESD—a collaboration to improve and expand educational opportunities for students in rural eastern Oregon, including Advanced Placement testing, dual credit and credit by proficiency options
- Accelerated Learning Options , Linn-Benton Community College—High school students take LBCC classes for college credit, paid for their high schools. Program includes frequent contact with program coordinator, required progress reports, and academic advising
- Reverse Transfer, Linn-Benton Community College and Oregon State University—students who have transferred to OSU prior to receiving an associate's degree would be able to earn it after transfer through a collaboration with OSU

Potential Initiatives:

- Veteran's Office , Oregon Institute of Technology—program would connect both prospective and current student veterans with services and benefits
- Mandatory Orientation, Klamath Community College—all new students would be required to meet with an advisor prior to beginning their studies at KCC
- Destination Graduation, Linn-Benton Community College—LBCC wants to implement a 1-credit college readiness course that also connects each student with an LBCC advisor
- Portland Community College, Summer Bridget Programs—programs would provide basic skill-building and college success skills, in addition to Accelerated Math and immersion classes in reading and writing

Barrier 2: Insufficient support for underrepresented communities

Underrepresented communities in post-secondary education institutions lack a community of learning that identifies with their unique cultures, backgrounds and needs. "Underrepresented" can include race, ethnicity, age, income, gender, disability and locational issues.

Strategies that work:

- Diversity Commitment Scholarship, Western Oregon University—the program offers 1st-year classes, intensive academic monitoring , and annual academic planning for 70+ Diversity Scholars from underrepresented groups
- SOU Pirates to Raiders Program—SOU has implemented a partnership with Phoenix-Talent School District that guarantees SOU admission for completion of program elements that include GPA requirements and college preparation classes
- Summer Bridge Program, Oregon State University—OSU offers a 3-week living/learning community for incoming students with weaker academic preparation, including a comprehensive transitional curriculum, social activities, and academic support
- Strength in Diversity Program, Chemeketa Community College—this is a dual track program that offers a curriculum for professional staff development plus an initiative to diversify the faculty

Potential Initiatives:

- Tech Opportunities Program (TOP), Oregon Institute of Technology, —this program serves students with academic need who have disabilities or are first-generation or low-income. Current federal funding would be supplemented or enhanced with state/institutional funds

Barrier 3: Insufficient number of full-time faculty
Without an adequate number of full-time faculty, institutions are limited in offering sufficient courses and may face unmanageable class sizes, increasing faculty loads, and dwindling course support. Limited resources for faculty and academic support also reduce opportunities for effective advising, mentoring and career guidance.

Strategies that work:

- Provost's Hiring Initiative, Oregon State University – in 2010 OSU embarked on a process to recruit and hire 90 new full-time tenure track faculty across multiple disciplines. The new hires will fill lost faculty positions over the last decade due to budget constraints.

Potential Initiatives:

-

Barrier 4: Limited support services (advising, tutoring)
When students lack academic advice, mentorship and career guidance they are likely to have a difficult time navigating among careers, majors, and classes within institutions, and face even steeper challenges when navigating the transitions between high schools, community colleges and four year universities.

Strategies that work:

- Student Success Center, Oregon Institute of Technology—peer tutors are provided in math, writing, science, engineering, and computer science, aided by an early warning program

- Supplemental Instruction (SI), Oregon State University—SI provides group tutoring for students in targeted high risk classes, including sessions on note-taking and test preparation
- New Student Week, Western Oregon University—this program offers new students a comprehensive transition program providing support, resources and connections to the campus
- Student Success Portfolio of Initiatives, Portland State University—the portfolio includes degree maps and Milestones, targeted advising for specific at-risk student populations, and intentional, mandatory academic advising for all 1st-year students

Potential Initiatives:

- Freshman Year Experience, Rogue Community College—the college would provide prescriptive advising, orientation, and "intentional career certainty interventions" with all new-to-RCC students
- Mandatory Advising and Orientation, Portland Community College—this potential PCC program would offer personalized assistance for new students, providing student success/persistence strategies and programming
- Supplemental Instruction, Portland Community College—SI would provide group tutoring for students in high risk classes (see OSU, above)
- Retention/Completion Specialist, Portland Community College—PCC would create a staff position to coordinate student success programming PCC-wide
- Peer Tutoring, Oregon State University—OSU would expand Supplemental Instruction to include the top ten high-enrollment classes with the highest DFW rates
- Mandatory Advising, Clatsop Community College—all degree-seeking students would be required to meet with an academic advisor prior to course registration
- Mandatory Advising, Linn-Benton Community College—see Clatsop Community College (above)
- Intensive Advising, Tillamook Bay Community College: see Clatsop Community College (above)
- Early Alert, Chemeketa Community College—an automated early alert system would help faculty and student services staff identify and intervene with students at risk of failure in academic classes

Barrier 5: Insufficient support for career/technical education (CTE)
CTE programs address the needs of employers and communities while often reaching into non-traditional student populations. CTE programs are clear pathways for high school students to transition to college.

Strategies that work:

- Career & Technical Education Center, Chemeketa Community College—the Center provides career navigation tools, peer tutoring, and support services to students along with CTE information, referral and job development services

- Career and College Ready, Tillamook Bay Community College—this is a collaborative project with Tillamook High School, embedding career and college readiness in the high school culture; students will graduate from high school with at least one college course completed

Potential Initiatives:

- Employment/Career Preparation, Southern Oregon University—this program in development would include an academic course focused on career preparation, as well as campus employment that hones job skills and a career focus aligned with academic majors.
- Career Services, Central Oregon Community College—this expansion of services would include four career coaches embedded within specific academic programs, providing comprehensive career and academic guidance and support to students
- CTE Program Advisors, Portland Community College—PCC would expand the number of embedded program advisors in CTE areas, increasing the awareness of advisors in all disciplines (not just CTE)

Barrier 6: Inadequate postsecondary preparation
Students who enter community colleges and universities without the necessary educational base and learning habits are least likely to succeed. And students who are not exposed to the potential of a postsecondary education while in middle school or high school may never expand their horizons beyond a high school diploma.

Strategies that work:

- High School Partnerships, Portland Community College—PCC has 30+ collaborations with high schools to provide dual credit and college preparation/transition programs; e.g., Middle College, Early College, Gateway to College, and FutureConnect
- Mandatory Testing and Prerequisites, Portland Community College--all PCC courses now have established prerequisites and test scores, to ensure student academic success
- Student Success Required First Term Course, Oregon Coast Community College—this is a mandatory College Survival and Success course for new students with demonstrated positive effects on persistence

Potential Initiatives:

- Early Intervention for At-Risk Students, Central Oregon Community College –COCC wants to create a program that identifies at-risk students prior to enrollment, providing tailored academic and support services
- Structured Learning Assistance (SLA), Central Oregon Community College—SLA would provide embedded tutoring for high attrition and/or early skills classes at COCC
- Summer Bridge Program, Portland Community College (see Oregon State University, above)

Preliminary Recommendations

- Replicate and adapt effective practices within base budgets.
- Fund programmatic elements in 2013-15.
- Turn best practices into standard practices at institutions – the long term impact of achievement compacts.
- Fund research capacity in order to answer critical questions about Oregon Opportunity Grants.

Task Force Members

Ed Dodson, Co-Chair
Chemeketa Community College Board of Directors, retired teacher and administrator

Jim Francesconi, Co-Chair
State Board of Higher Education member and attorney with the law firm of Haglund, Kelley, Horngren, Jones, & Wilder LLP

Jackie Altamirano
Mount Hood Community College student, President of the Associated Students of MHCC

June Chrisman
Chief Human Resources Officer, Providence Health and Services, Oregon Region

Ben Eckstein
University of Oregon student, President of Student Government (2011-12)

Jon Eldridge
Vice President for Student Affairs, Southern Oregon University

Betty Fung
Oregon Institute of Technology student

Beth Gerot
Co-Owner, Woodruff Nursery and Landscapes

Dr. Connie Green
President, Tillamook Bay Community College

Dr. G.L A. Harris
Associate Professor, College of Urban & Public Affairs, Portland State University

Juliet Long
Instructor and Department Chair, Computer Science, Rogue Community College

Dr. Rosemary Powers
Professor of Sociology, College of Arts & Sciences, Eastern Oregon University

Dr. Ed Ray
President, Oregon State University

The President of the Senate and Co-Speakers of the House have appointed two members each:

Sen. Mark Hass (D-Tigard)
Sen. David Nelson (R-Pendleton)
Rep. Michael Dembrow (D-Portland)
Rep. Mark Johnson (R-Hood River)

<u>Task Force Staff</u>

Dr. Cam Preus, Commissioner, Oregon Department of Community Colleges and Workforce Development

Dr. Sona Andrews, Vice Chancellor of Academic Strategies, Oregon University System (through July 2012)

Joe Holliday, Assistant Vice-Chancellor for Student Success Initiatives, Oregon University System

Anna Teske, Policy Coordinator, Academic Strategies, Oregon University System

Jock Mills, Governor's Education Investment Project (on loan from Oregon State University)